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ABSTRACT

An account of the renovation of the Office of the Registrar at the University of California, Davis, is presented. The task was to redesign existing space to utilize it more effectively; the ultimate goal was to better serve the university community. Placing units that were functionally interdependent in closer proximity and arranging high volume student service functions together were seen as necessary changes. Concepts from environmental psychology were helpful in the renovation project. Staff participation in the office redesign plan was a priority. Before major design and planning decisions were made, each staff member completed a brief questionnaire, which is appended, in order to determine their needs in doing their tasks effectively. In addition to the redesign of office space and the relocation of office units, another key element to the renovation project was the use of landscape design in creating the actual work spaces. A sense of openness and an environment that permitted maximum flexibility were sought. Acoustical design was also important to reduce noise in the open environment. Diagrams of the office are appended. (SW)

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Making the Most of What You've Got:
Renovation of the Office of the Registrar
University of California, Davis

Evelyn R. Babey
University of California, Davis

Paper presented at the
Pacific Association of Collegiate
Registrars and Admissions Officers
Lake Tahoe, Nevada
November 4, 1986

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Evelyn R. Babey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Office of the Registrar at the University of California, Davis began an analysis of its tasks and space utilization several years ago. At that time the office was a combination of conventional office design and open landscape design (See Appendix A). Clearwater (1979) defined conventional plan offices as "offices [that] are arranged so that partitioned management enclosures are located at the perimeter of a non-screened, non-partitioned wall less pooled employee area with desks arranged in a more or less regulated row like fashion"(p. 30). Landscaped office design is defined as "those planned according to office landscape concepts, including the virtual absence of full height walls and the placement of moveable screens and plants as acoustical and visual barriers"(Clearwater, 1979, p. 30). The concepts of landscape office design grew out of Bürolandshaft, developed in Germany in the 1950s (Clearwater, 1979, p. 24).

The analysis of the physical arrangement of office space (7,680 square feet occupied by some 30 people) was undertaken when the then Registrar and staff decided that the flow of traffic to specialized office units was not efficient. The class scheduling/room reservation unit needed an area that was relatively quiet and free of student traffic. The Residence Deputy and withdrawal unit, both of which have a great deal of student traffic, were located next to the class scheduling unit. Units that were interrelated, i.e. the transcript, the records, and the graduation evaluation units were distances apart. The distance affected their ability to communicate with each other.

> The ability to communicate is a paramount issue in offices. In . . . [a] study done by People Space Architecture Company in an insurance office building it was documented that each individual conducted an average of sixteen conversations per hour or 38% of his/her work time. The ease with which these work and social interactions can be conducted provide a good measure of the functionability of the office space"(People Space Architecture Company).

Clearwater (1979) further says:

> a considerable volume of experimental literature substantiating that within the confines of the office, dormitory, and classroom, an inverse relationship tends to exist between physical distance separating persons and likelihood of communication between them. Interaction tends to increase as distance decreases, unless there are physical barriers that intervene such as filing cabinets, walls, or desks (p. 47).

In addition to these concerns the staff was beginning to feel a shortage of space. The Office boundaries had been encroached upon by another unit with which it shares the floor. The encroachment was with the backing of the Assistant Vice Chancellor who supervises both units. The politics were hard to fight! Firestone (1983) puts the matter rather succinctly. "Space is like a family budget. You have to live within your means, stretch every available square foot, divide it equitably among all and save a little for the future"(p. 75). The task facing the Registrar's Office was to redesign existing space stretching it as far as possible.

A number of years ago the Western Interstate Commission for Higher Education published the Higher Education Facilities Planning and Management manuals (1971). Dahnke, Jones, Mason and Romney (1971) listed steps in facilities planning cycles that apply to reorganizing existing space as well as they do to constructing a new building. Before any actual reorganization takes place the office concerned should develop:

I	Statement of conditions sought -Qualitative -Identify specific functional areas of endeavor	Goals
II	Specific ends to be achieved in the functional area -Quantitative	Objectives
III	Development of a proposed set of courses of action by which the desired ends can be achieved -Planning assumptions	Program definition
IV	Estimation of the program loads and the resources required to implement the course of action	Program Planning
V	Determination of the facilities resource requirements by organizational unit and type of space	Facilities Planning
VI	Grouping of facilities needs into identifiable . . . units (both existing and new) (p.15).	Facilities Development Program

The staff of the Registrar's Office, in its conceptual design and implementation phases, followed many of the WICHE guidelines. The physical rearrangement of the Office units using available square footage was the objective of the defined plan. The ultimate goal of the Office was that of serving the University community in a more efficient and effective manner. Placing units that were functionally interdependent in closer proximity and arranging high volume student service functions together were seen as necessary changes. If such changes could be accommodated it might permit those areas of the Office that did not have much student traffic and/or

required a quiet environment to be moved out of the mainstream of student traffic or traffic in general.

Space reorganization, however, concerns the people who work in that space. The recent development within psychology of the environmental psychology movement stresses the importance of considering and asking the participation of people who are to be affected by any reorganization of space. Franklin D. Becker (1983), a leading advocate of the concepts of environmental psychology or people-places relationships stresses, "that the nature of the physical setting of organizations, and the process through which they are created, can have a significant impact on the quality of work life and on the effectiveness of . . . programs"(p. vi).

Robert Sommer,(1983) a founder of the environmental psychology movement, also stresses the need for people input into any space design that affects their working environment. His concept of social design with theoretical influences from ecology and humanistic psychology is defined as a "liaison between design [architecture] and behavioral sciences"(p. 6). Sommer (1983) defines social design as:

> working with people rather than for them; involving people in the planning and management of the spaces around them;. . . . The goals [of space reorganization] can be realized only within the structures of large organizations, which include the people for whom a given project is planned (p. 7).

Social design concepts consider the occupants' satisfaction as an essential criterion of the design process. Its emphasis is on identifying user values and bringing them into the design process (Sommer, 1983, p. ix).

Participation of staff in the Office redesign plan was a key element from the beginning. Before any major design/planning decisions were made the Registrar distributed a brief questionnaire to each staff member. The questionnaire solicited the staffs' felt needs in doing their tasks effectively (see Appendix B). (I will note here that participation of staff in the design of their actual work spaces has continued throughout the renovation project. Some management decisions were made that did not reflect exactly what the staff wanted; however, within those decisions staff work spaces were set up as requested by each staff member.)

The goals and objectives of the reorganization, the information regarding felt staff needs, the desire to use more fully the concepts of office landscape, and the amount of money available for the project (from non-recurring needs funds) were submitted to the Department of Architects and Engineers at Davis. That department provided the Office with a physical design of the office space based upon the criteria listed above (see Appendix C).

The staff was not particularly pleased with the results. The new design left a mix up of units and a traffic flow that was not totally acceptable. The Office square footage ("the budget") was an evident design constraint.

At this point in the reorganization project the Registrar resigned. While a new Registrar was being recruited, the project was held in abeyance. The staff thought the new Registrar might have some suggestions, thoughts, etc. This turned out to be quite true!

I arrived at U.C. Davis in September, 1984 and quickly became immersed in the reorganization project. I was told I had to spend $19,000 by June, 1985! The initial redesign concepts were explained to me and the architectural drawings were reviewed. As I reviewed what had already been done I also looked critically at the current design of the Office. I quickly noted several major things that did not optimize office work flow and that had not been considered in the initial redesign of the Office.

1. The Registrar's office was in the middle of the floor. It was extremely noisy. All traffic passed the door and people constantly looked inside. The Registrar's support staff was not within acceptable range.

2. There were two reception counters; one for the general office and one for the transcript unit. The main counter operated 9:00 a.m. to 12 noon and 1:00 p.m. to 4:00 p.m. The transcript unit, a separate office with an information window, was accessed through the University's Information Services Office. It was open from 1:00 p.m. to 4:00 p.m. only. I noted, however, that anytime a student knocked on the door a staff member got up to answer the door. I also thought it inappropriate for the staff of the Information Services Office to take transcript requests when the transcript window was closed.

3. There was a revolving receptionist staff at the main counter. Students had to wait for someone at another desk to look up and know they were there. I saw the need for a full-time receptionist position.

Any reorganization had to consider these unacceptable conditions.

While we were considering the reorganization I was given the opportunity to visit most of the other University of California campuses and several of the State University colleges. The original intent of my visit was to meet my new colleagues, to learn about their operations, and to learn about the University of California in general. The visit of course took on another purpose. That purpose was to see how other offices were set up. D. Kent Halstead (1974), in his book STATEWIDE PLANNING IN HIGHER EDUCATION, stresses the importance of visiting other campuses for ideas.

> Just about everyone agrees that austerity in planning can be costly in the long run. Visits to other campuses are frequently bypassed because of their cost. Such an attitude is false economy. The planner who firmly intends to have a good building erected and is willing unabashedly to pick the brains of accessible experts, visits new campus buildings, and systematically records his[her] observations will reap ideas that far outweigh travel expenses (p.495).

In terms of the final design the trip proved invaluable. The office design that appeared to use existing space most creatively was at the University of California, Irvine. As I viewed that Registrar's Office design I could see its applicability to Davis. The Registrar's Office at Irvine created work stations at its front counter. The work spaces were separated from the reception area by sliding glass windows. Vertical blinds covered the windows. To open a work space to the public, the blinds were drawn back and the glass windows opened. Closing the glass windows and drawing the blinds ensured the privacy of the work space when it was required.

With this type of work space/counter concept in mind I returned to Davis and explored the possibility of adapting it. The Davis Registrar's Office had a reception counter that was 20 feet inside a wall that separated the counter from a hallway. The question was asked, why could not that wall become the beginning of a counter? It would give us an additional 20 feet inside the office.

Added to the design criteria at this time were:

(1) The movement of the transcript unit to the main area of the Office, close to the newly conceived front counter. The wall, a main building support wall that separated the front counter area and the new transcript area, already had a counter-type opening in it. Thus if a transcript request could not be handled by the full-time receptionist, the receptionist could let the student enter the main office and proceed some 15 feet to the transcript window.

(2) The walls forming the Registrar's Office would be removed and a new office would be constructed in the corner where the transcript unit had been located. Taking down the office in the middle of the floor really opened up space.

(3) The wall that created a room for the copying machine, paper supplies, etc., was to be removed providing even more open space.

(4) The movement of the Associate Registrar's Office to another location to create an area for the class scheduling/room reservation unit.

With these additional design elements in mind, the architect, who happens to be the Registration Coordinator for the Office (every Registrar should be as fortunate as I am), went to work. It should be noted that the Office architect had been involved in the redesign from the beginning. It had been decided however to use the University architects to draw the first redesign blueprint. This time it was decided to use Office talents. The Registration Coordinator knew the Office and the way it functioned better than architects outside the Office. The Office has received only praises for his work from Physical Plant which did the constructing. Appendix D shows the final layout of the floor as it was submitted to Physical Plant for cost estimates and construction.

The redesign of Office space and the relocation of Office units were two elements in the renovation project. The other key element was the use of landscape design in creating the actual work spaces. As I indicated at the beginning of this paper, the existing design of the Registrar's Office was a combination of conventional office design and office landscape. As the redesign project evolved, the Office space became more open. We wanted to keep the sense of openness as much as possible and to create an environment that permitted a great deal of flexibility.

Brubaker (1983) has indicated that "probably the single most important innovation in college design in recent decades has been the concept of maximum flexibility. . . . Widely spaced columns take vertical loads, partitions are moveable, lighting and air-conditioning systems are designed to permit change in room layouts"(p. 4). We therefore decided to increase our use of moveable panels, modular furniture and task lighting. We were thus more and more adopting the concepts of landscape design.

Landscape design, however, is not without criticism. Lack of privacy and distraction due to noise are commonly raised objections. Clearwater (1979) quoted one secretary's solution to the noise problem.

> To alleviate this problem the suggestion offered . . . was to put all the "loud talkers, social talkers and how was your weekend talkers on one floor and let them suffer together. . . . nothing is more irritating than to try to work while someone is cutting a birthday cake, arranging a luncheon, or in general creating confusion out of order"(pp. 37-38).

Unfortunately the solution to the noise problem is not that simple.

Acoustical design is an extremely important component of office landscape design. Acoustical design considers sound isolation, sound reflection, and sound absorption. As Halstead (1974) says:

> Good acoustics are critical to all . . . situations that by nature produce noise and by necessity require

> quiet. . . . Architectural acoustics are basically concerned with two objectives: (1) providing good hearing conditions within a given space by controlling the dilution, impact, and duration of sound waves, and (2) providing a satisfactory acoustical environment by creating barriers against unwanted sounds originating outside the space (p. 504).

In one of our initial designs, I requested that the copying machine be placed in the middle of the Office. My original objective was for all staff to have quicker access to the machine. My mind was changed when it was pointed out to me that the noise would travel throughout the open space we created! We therefore decided to place all machinery (copier, microfilm reader/printer, and computer printer) in a back part of the Office, isolating the sounds as much as possible by placing 7 foot panels around the area.

Reflection of sound "depends on the ability of material to absorb sound energy. Hard, dense material absorbs very little sound. Soft, porous materials absorb high proportion of sound and reflect little"(Halstead, 1974, p. 505). The panels existing in the Office were metal covered by a layer of cloth. The new panels are made of a softer more porous material. Noise levels in all areas of the office have decreased substantially. The equipment area described above is be surrounded by seven foot, soft, porous panels. Acoustical wall covering was also placed in the transcript unit area, and newly created Registrar's Office. The amount of acoustical wall covering purchased was limited by funds available. Eventually we may be able to cover all wall areas.

The literature on acoustical design also stresses that "acoustically absorptive floor covering reduces within room noise, thereby contributing added sound absorption"(Halstead, 1974, p. 505). Unfortunately, in California as I understand it, one cannot use State funds for floor covering. In addition, the administration at U.C. Davis has not felt it necessary to spend non-State funds on floor covering for large, noisy offices. That situation, however, may be changing.

The use of acoustical materials alleviates some of the concerns regarding privacy, particularly privacy related to telephone conversations and conversations with other individuals. Each work station is separated by acoustical panels of at least five feet in height. We have thus maintained an open, spacious feeling, but have provided some privacy. We are also attempting some behavior modification in those individuals who talk too loudly!

Color schemes are also important in designing a functional office.

> Color is not simply a matter of personal preference but relates to function. If color distracts rather than aids vision, it causes undue eye strain,

> impairs human performance, or otherwise impedes the efficient conduct of work it should not be used. The proper scientific control of color while not governed by academic rules, is subject to . . . principles [one of which is] softness and coolness of color (green, blue) has a centripetal effect, removes outside distraction and is conducive to mental concentration. (Halstead, 1974, p. 502).

The non-porous panels purchased by the Office of the Registrar are a cool blue. They replaced panels of orange and yellow. Accent coloring is provided by off white storage cabinets. The reaction of staff to the new colors is overwhelmingly positive.

With the basic floor plan and these landscape concepts in mind, our Office architect began the real work--setting up the work stations (Appendix E is provided so that you can see the detail that must go into a furniture blueprint.) Our architect has the patience of a saint. We probably redesigned my office layout four times before I moved in, and have changed it several times since I moved in. We have also redesigned some units, and continually do so as the need arises, but we have not changed the basic premises that guided the reorganization (See Appendix F). The flexibility we built into the redesign has been extremely beneficial to us.

Now that I have described the theoretical underpinnings of our renovation, let us talk about the practical--the costs. Furniture--panels, workstations, and cabinets--to date have totaled $86,583. Not all areas received new workstations. Those areas are using existing desks. As funds become available, we should like to provide everyone with new workstations. Physical plant remodeling costs associated with the front counter, the transcript area and the Registrar and Associate Registrar's offices totaled $38,500. Physical plant charges associated with pulling electrical lines, putting in new electrical outlets, and capping old lines and outlets, and pulling telephone lines for telephones and computer terminals to date total approximately $3200.00. Telephone company charges to date total approximately $2600.00.

The Office received almost $20,000 in nonrecurring needs funds in 1983 that went toward Physical Plant remodeling charges. Unallocated funds in the transcript income account were used for renovation of the transcript area and purchase of furniture for that area. In addition, the Office had major salary savings in 1984-85. This money with any other monies we had remaining at year end went toward the purchasing of panels and cabinets for the rest of the office. Other costs associated with the renovation i.e., electrical and telephone, were paid for out of the Office's regular operating budgets.

The intent of this paper is to share with you how the Office of the Registrar at U. C. Davis went about the reorganization of its Office space and to relate that redesign to some theoretical concepts of environmental

psychology and landscape design. Unfortunately we could not implement all concepts we wanted to. Funds were just not available to redo all office lighting, sound soak all walls, etc. I have not, however, discussed some hassles with the Physical Plant people, the fact that we had to move the Office around at the beginning of the quarter, the inability to get a final, itemized account of how funds were actually spent, internal differences of opinion as to who should pay for what, etc.

We also have experienced some difficulty with the company installing the furniture. The company did not complete its work in a timely manner. They began work, left us for a day or two, then returned to finish. They wanted to work past 5:00 p.m. without making arrangements for staff to remain with them. One day they did ask for someone to stay and then they decided to leave early, etc. In addition, it appears that the vendor has not supplied all items ordered. This is particularly true in terms of colors of panels. We are still missing a few pieces, thus some areas are not totally finished.

Surprisingly, however, as I look back upon it, everything, to date, was accomplished without any major problems. Those difficulties we had were minor compared to what we achieved. The carpenters from Physical Plant did an excellent job on the front counter--really the heart of the renovation project. To date people stop and comment on how greatly improved our Office appearance is.

The new front counter has improved our services to students. A major part of the design of this area was the creation of a full-time position at the counter that is staffed daily 9:00a.m. to 4:00p.m. The counter previously was closed during the noon hour. Transcripts can be requested during all regular business hours rather than just between 1:00 p.m. and 4:00 p.m. If there is a problem with a transcript, the records staff and transcript staff are now in close proximity. Students no longer have to go from one office to another to resolve a grade issue.

Units that need greater privacy such as the Residence Deputy unit and the withdrawal unit have it but are still located in the main traffic flow. The scheduling and room reservation unit and the catalogue unit are now located together and are away from the major traffic flow. The Registrar and support staff are now located together and can function in a more efficient manner as the administrative unit of the Office.

Staff reaction has been generally positive. No post-renovation survey has been undertaken since we will not complete the installation of all new furniture until this fiscal year. (See Sommer, 1983 for a discussion of post-occupancy surveys.) Comments from the staff have been generally very positive. Where they have had some problems we have been able to do some rearranging of work spaces to their satisfaction. Staff have personalized their work spaces, brought in plants, etc. The noise level of the Office has been reduced. The Office is much more spacious. Most people believe we gained additional space that we did not. Although true scientific inquiry

may be lacking, I do not believe anyone would want to return to the old design!

The Office redesign has become a model for the institution. A number of other offices considering remodeling have come to look, to question us, etc. The concept of blinds closing the front counter work area has been adopted by at least one other service area.

The professional image of the Office has been greatly enhanced. Comments on the improved appearance of the Office have been by many administrators and staff. Students also seem to like the new front counter concept. When the blinds are drawn open students approach a very open space with someone waiting to talk with them. No longer are we hidden behind a big, brown wall.

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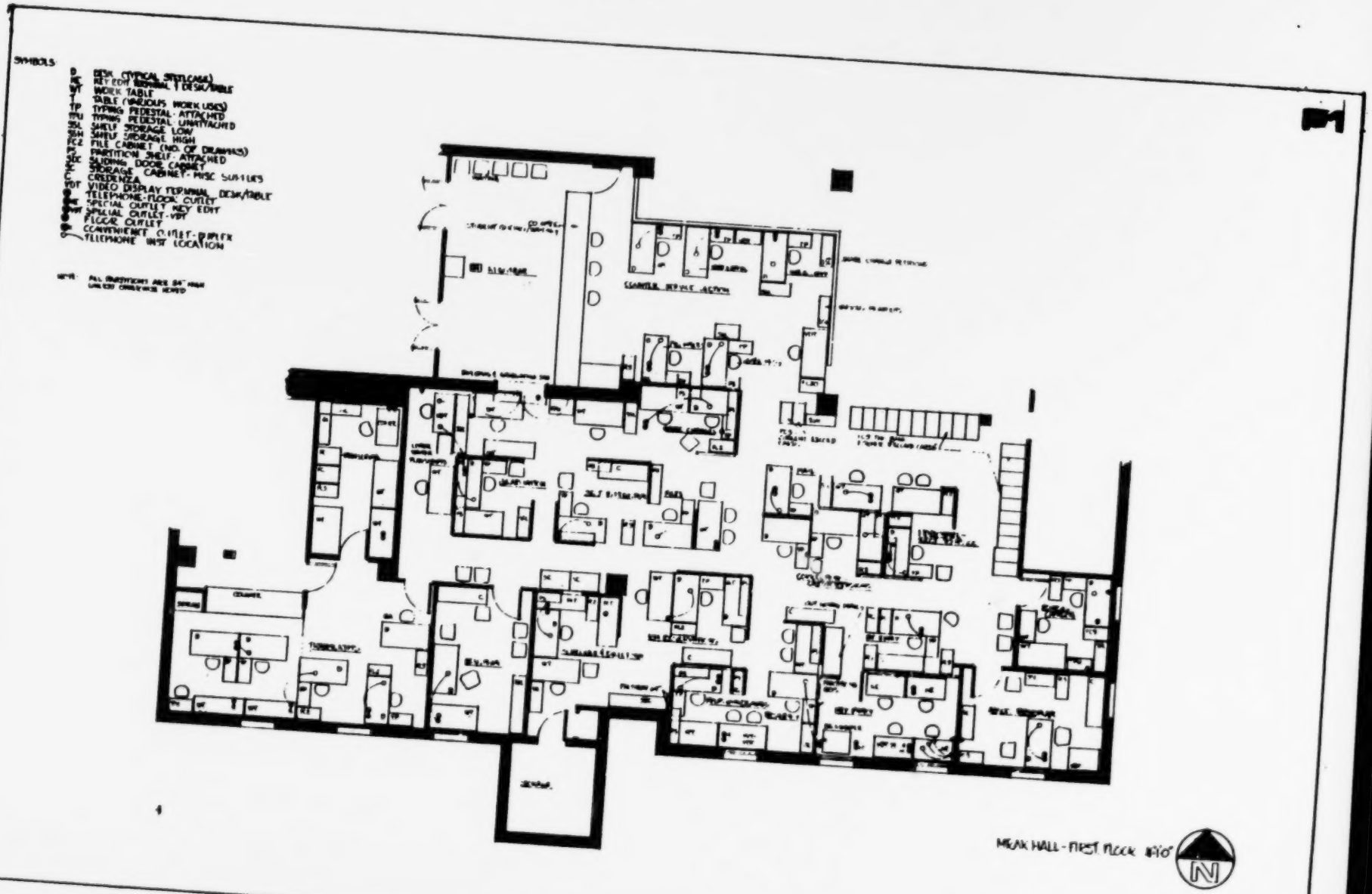
APPENDIX



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APPENDIX B

WORK STATION STUDY

Sent to Registrar

13

(1) Name Carol

(2) Areas of Responsibilities/Functions/Tasks

Secretarial responsibilities to John . Handle purchasing and budget for office. Will soon be responsible for personnel and payroll. Phones. Back-up to Scheduling Coordinator. Assist at graduating/diploma window when nec.

(3) Present furniture necessary to do your job. Please be specific (i.e., if you have a file cabinet, state the number of drawers needed, etc.).

Desk, File Cabinet (3 drawers +), Floor Cabinet with counter top (for storage and a work surface), 1 chair on wheels, 2 bookshelves (4' long and 2½' long), typewriter stand.

(4) What specialized equipment do you need at your work location? (Typewriter, adding machine, telephone, terminal, etc.)

Typewriter, Phone, Adding Machine

(5) With whom do you need visual contact?

Students: yes ____; no X
Staff (please provide names)

John

Mary

(6) Are there special characteristics required for you to perform your job (i.e., the editor requires quiet area in order to proofread work)? If so, please list.

More work surface than just a desk. Possibly another shelf for storing binders would be helpful also. I would like to extend my partition to partially block students' view of me from the window. When they approach the window, I am the first person they see. They assume my job is to assist with all graduation and diploma matters.

I would like a small table 18" x 30" (desk height) adjacent to my desk for more work surface.

Please return this form to John by February 16.

Thank you for your help.

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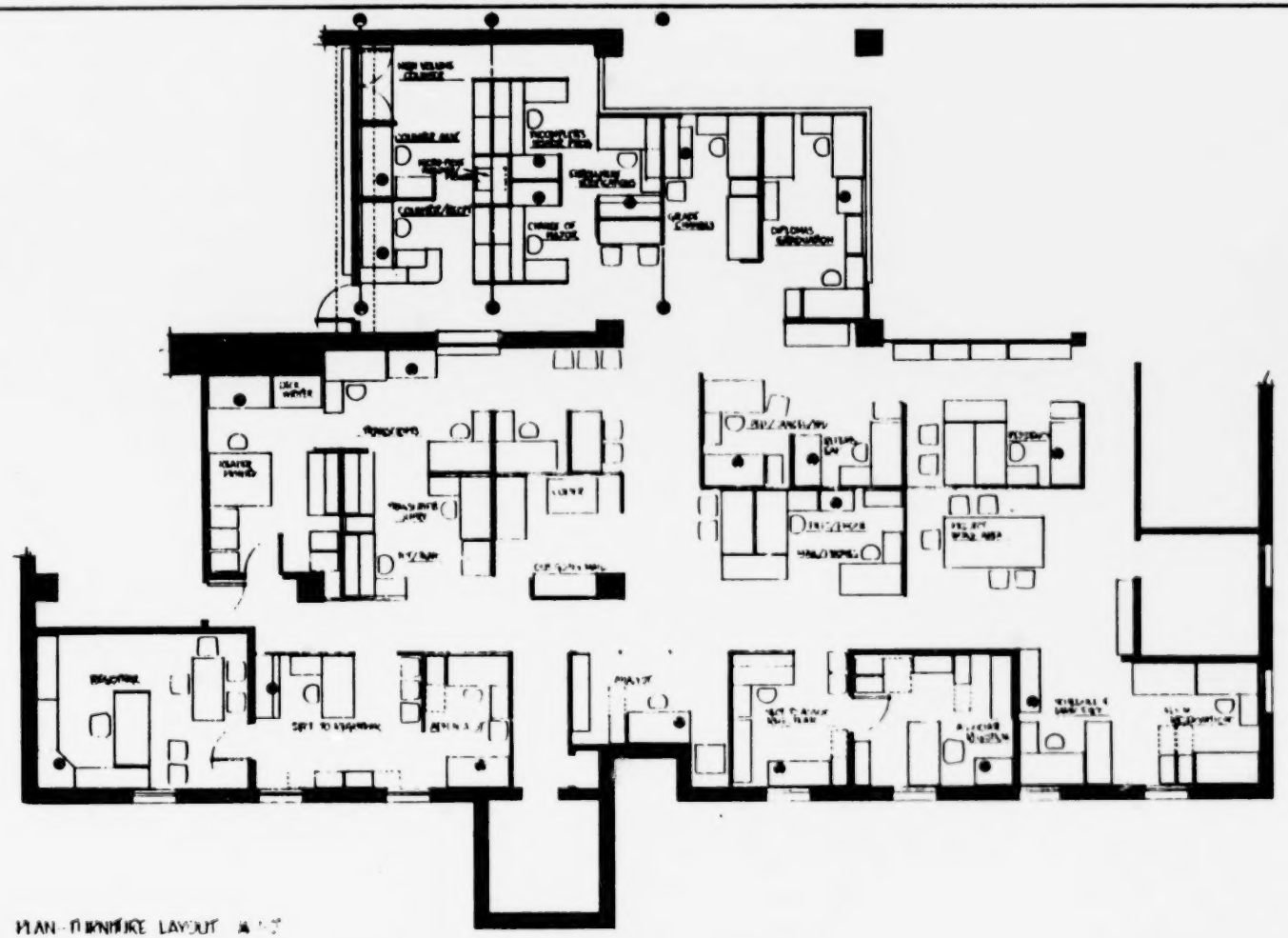
APPENDIX D



A1

PLAN - FURNITURE LAYOUT

UC DAVIS
OFFICE OF THE REGISTRAR

LOCATION OF PROJECT: 149 MRAK HALL
SCOPE OF PROJECT: PHASED REORGANIZATION

DRAWN FOR: REGISTRAR - EVELYN BAKEY
DRAWN BY: DARRELL FITTLE 22984
DATE: 04-28-85

SYMBOLS: ● TERMINAL LOCATIONS

DATE: 04-28-85

P-2356

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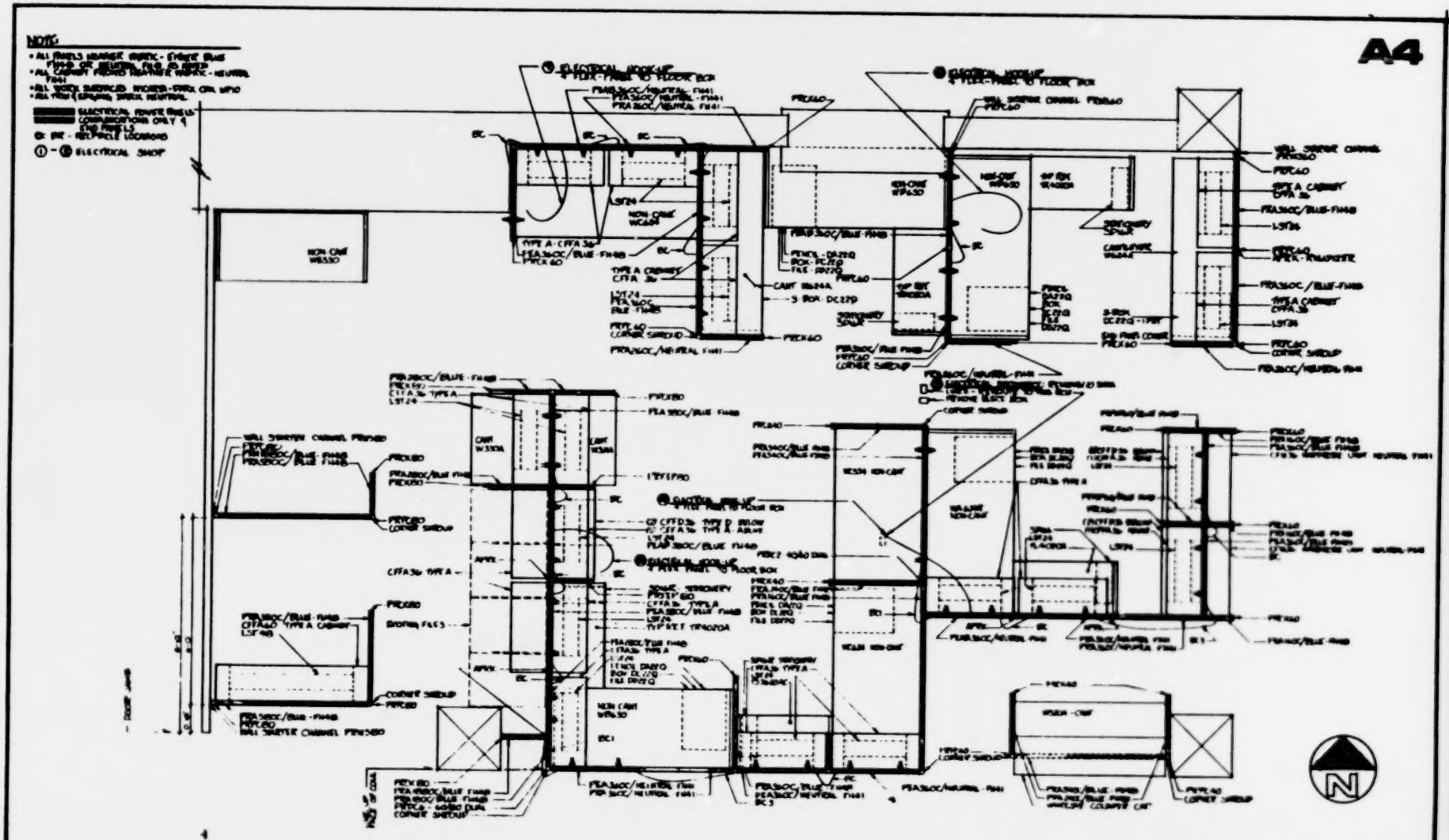
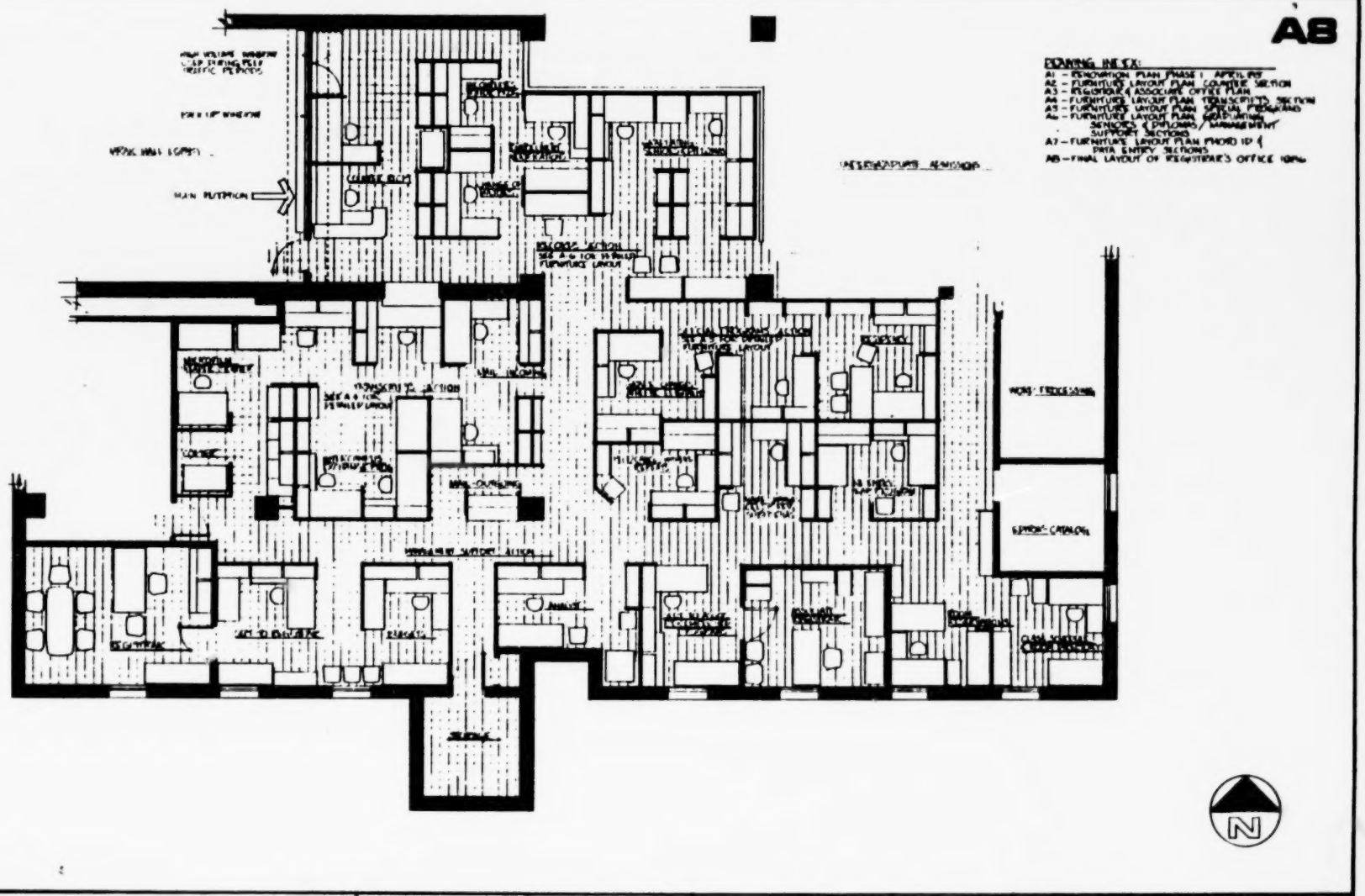
APPENDIX E


A4
UC DAVIS
OFFICE OF THE REGISTRAR
PROJECT TITLE:
REGISTRAR'S OFFICE RENOVATION

APPENDIX F


A8
DRAWING INDEX:
A1 – RENOVATION PLAN PHASE I APRIL 86
A2 – FURNITURE LAYOUT PLAN COUNTER SECTION
A3 – REGISTRAR & ASSOCIATE OFFICE PLAN
A4 – FURNITURE LAYOUT PLAN TRANSCRIPTS SECTION
A5 – FURNITURE LAYOUT PLAN SPECIAL PROGRAMS
A6 – FURNITURE LAYOUT PLAN GRADUATING SERVICES & DIPLOMAS / MANAGEMENT SUPPORT SECTIONS
A7 – FURNITURE LAYOUT PLAN FINORD IP & DATA ENTRY SECTIONS
A8 – FINAL LAYOUT OF REGISTRAR'S OFFICE 1986
MAIN ENTRANCE
RECORDS SECTION
TRANSCRIPTS SECTION
WORK PROCESSING
REFERENCE CATALOG
N

UC DAVIS
OFFICE OF THE REGISTRAR

LOCATION OF PROJECT: REGISTRAR'S OFFICE 1ST MEZZ
SCOPE OF PROJECT: COMPLETED

DRAWN FOR: EVELYN BAILEY - REGISTRAR
DRAWN BY: DARRELL EZELL

PROJECT TITLE:
REGISTRAR'S OFFICE RENOVATION

SHEET TITLE: DATE: 6-20-86
FINAL LAYOUT OF REGISTRAR'S OFFICE 1986
FIRST FLOOR OFFICE
SCALE: 1/4"=1'-0"
WESTINGHOUSE ABS® OPEN OFFICE SYSTEM COMPONENTS & SPECIFYING DATA